

# Evaluating and Monitoring Parent Involvement Strategies

Regions III and IV NCLB RTAC  
Technical Assistance Meeting  
November 2, 2005  
Kirk Vandersall  
kirk@arroyoresearchservices.com

## Agenda

- Introduction and Expectations for the Day
- State Title I and NCLB Update
- RTAC III/IV Update
- NCLB Parental Involvement Requirements (including evaluation and monitoring)
- Resources for Research Based Practice
- Panel: The Vision for Parental Involvement
- Lunch
- Panel: Best Practices in Parent Involvement Monitoring and Evaluation
- RTAC Resources for PI evaluation
- Invitation to participate in a Region III/IV tool-building initiative

## Updates

- State Title I/NCLB Update
- RTAC Region III/IV Update

“Not everything that can be counted, counts; not everything that counts can be counted.”

Albert Einstein

## NCLB PI Requirements

- Overview
- Evaluation and Monitoring Requirements
- Questions and Answers
- Resources for Research Based Practice

## What is Parental Involvement?


Section 1118 of the No Child Left Behind Act defines Parental Involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.

- Parents will play an integral role in assisting in their child's learning
- Parents are encouraged to be actively involved
- Parents are full partners in their child's education including decision making and participation on advisory committees

These activities reflect good practices in engaging families in helping to educate their children, because students do better when parents are actively involved in the educational process, both at home and at school.

## Communication


- Do parents receive information that is understandable and in a uniform format and, to the extent practicable, in a language the parents can understand?
- Do parents know what is going on in their child's school?
  - Report cards
  - Testing
  - Individual student reports
  - AYP
  - School identified as being in need of improvement
  - School choice
  - Supplemental services



## Written Policy

**LEAs must:**


- develop and distribute to parents a written parental involvement policy
- develop the plan jointly with parents
- assure that the plan will increase academic quality of the school



## Written Policy

**Schools must:**


- develop the plan jointly with parents
- convene an Annual Meeting
- involve parents “in an organized, ongoing, and timely way”
- provide timely information
- provide opportunities to submit dissenting views



## Building Capacity

Each LEA and school shall provide:


- program information for parents
- materials and training for parents (about, e.g. standards and assessments)
- education for educators
- coordination of pre-school programs
- understandable communication to parents
- other parent-requested parent activities



## Building Capacity

Each LEA and school may provide:


- input on professional development
- literacy training
- parent expenses
- parents reaching out to parents
- convenient school meetings
- model approaches
- district-wide parent council
- community involvement



## Parents’ Right to Know

**Professional qualifications of teachers**

- qualifying and licensing
- emergency and other provisional status
- degree major
- paraprofessionals



## Parent Compacts

Schools **must**:

- develop compacts jointly with parents
- describe school's responsibility for providing high quality curriculum
- describe ways parents will support their children's learning
- ongoing communication between teachers and parents
  - parent-teacher conferences
  - frequent reports
  - reasonable access to school staff, etc.



## Funding

LEAs receiving at least \$500,000 **must**:

- reserve at least 1% for parent involvement
- distribute 95% of funds reserved for parent involvement to schools

Schools may voluntarily return some funds to the LEA to conduct system-wide parent involvement activities.

LEAs can set aside more than 1% for parent involvement and use excess for system-wide activities.



## LEP – “Opt Out”

Parent notification requirements for language instructional programs

- Parents of an LEP child selected for participation must be informed no later than 30 days after the start of the school year.



## Requirements: Districts

- Develop a written parent involvement policy jointly with, agreed on with and distributed to parents
- Help schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance
- Build schools and parents capacity for strong parent involvement



## Requirements: Districts


- Coordinate parent involvement strategies with other programs, e.g. Head Start, Reading First, etc.
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools
- Involve parents in the PI activities of the schools



## Requirements: Schools



- Develop a written parent involvement policy jointly with, agreed on with and distributed to parents describing how schools will work with parents regarding:
  - Policy Involvement
  - Shared Responsibilities for High Student Academic Achievement
  - Building Capacity for Involvement
  - Accessibility







## Policy Involvement

- convene an annual meeting, at a convenient time, to explain the requirements of the written parent involvement policy
- offer a number of meetings at varying times, e.g. morning and evening
- involve parents in the planning, review and improvement of the parent involvement policy and plan



## Policy Involvement

- provide parents timely information about parent involvement programs
- provide parents with a description and explanation of the school's curriculum
- provide parents a description and explanation of the forms of academic assessment used to measure student progress

## Policy Involvement



- provide parents with a description and explanation of the proficiency levels students are
- expected to meet
- if requested by parents, provide regular meetings for parents to offer suggestions and to participate in decisions relating to the education of their children
- if the school wide program plan under section 1114(b)(2) is not satisfactory to parents, submit any parent comments on the plan to the District

## Shared Responsibility for High Academic Achievement



Each school will jointly develop, with parents, a school-parent compact that outlines how parents, school staff and students will share responsibility for improved student academic achievement. The compact will:

- describe the school's responsibility to provide high-quality curriculum and instruction, and parents responsibility for supporting their children's learning
- address the importance of communication between teachers and parents through conferences and reports to parents on children's progress
- address parents having reasonable access to staff, opportunities to volunteer and observe classroom activities


## Capacity Building

- assist parents in understanding the State's academic content standards, student academic achievement standards and academic assessments
- provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, to foster parent involvement
- educate school personnel, with the assistance of parents, in the value and utility of contributions of parents, how to reach, communicate and work with parents

## Capacity Building


- coordinate and integrate parent involvement programs and activities with other organizations such as Head Start, Parents as Teachers, etc.
- ensure that information related to school and parent programs, meetings and other activities is sent to parents in a format and language that parents can understand
- provide reasonable support for parent involvement activities as parents may request



## Accessibility


Provide opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, and provide information and school reports in a format and language such parents understand

Each school and district will inform parents and parent organizations of the existence and purpose of the Florida Parent Information and Resource Center.




## Annual Evaluation

- Content and Effectiveness
- Parental Involvement is a component of Academic Quality
- Evaluation will identify barriers to participation, with particular attention to:
  - economically disadvantaged
  - Disabled
  - limited English proficient
  - limited literacy
  - from all racial and ethnic backgrounds
- Evaluation will be used to design more effective strategies for involvement, and if necessary, to revise the parent involvement policies




## Panel: The Vision for Parental Involvement

- Bruce Sukennikoff, Nurturing Dads Program, Charlotte Community Mental Health Services/Healthy Families
- Karen Lindsay, Comprehensive Center for Florida and the Islands at ETS
- Mary Jo Knarzer, Charlotte County Public Schools




## Panel: Best Practices in Parent Involvement Monitoring and Evaluation

- Vicki Brooks, Orange County Public Schools
- Richard Janiak, Charlotte County Public Schools




## Annual Evaluation

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## Process Considerations

- Jointly conducted with parents
- Dealing with differences across schools
- When there are SINI and CA schools in your district
- Major stakeholders
- Mixed methods appropriate to the content



## Content Considerations

- “Content and Effectiveness”
- PI as a component of Effectiveness
- First things first: independent and intermediate variables
- Results of policy changes
- Effects on participation
- Effects on engagement
- Effects on achievement and educational outcomes



## Practical Approaches

- Documentation
- Data Collection (more in a minute)
- Consultation
- Limited, focused indicators



## Evaluation Data Sources

- School self-review by stakeholder teams
- Program documentation
- Workshop and session evaluations
- Administrator, teacher, parent, and student surveys



## More Data Sources

- Parent focus groups
- Usage statistics (e.g. requests for information or assistance, number of times a resource is checked out or accessed, use of child care opportunities during meetings, etc.)
- Educational program data
- Achievement data where appropriate



## Example Climate Survey Additions

- I received a copy of the school-parent compact
- Meetings were scheduled at times when I could participate
- Knowledge of and/or comfort level with the state standards
- Knowledge of scope and sequence for your students



## More Examples

- Receipt of timely information about my student
- My child knows that I know what is going on in his or her school
- The school actively invites the participation of parents
- I am a partner with my child's teacher in his or her education
- I have strategies for assisting my child with homework



## More Examples

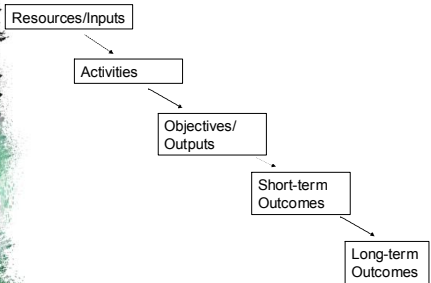
- Communication frequency
- Knowledge of rights
- Knowledge of expectations
- Participation in events



“You don’t need an F-test to know that there’s a trout in your milk.”



## Logic Models

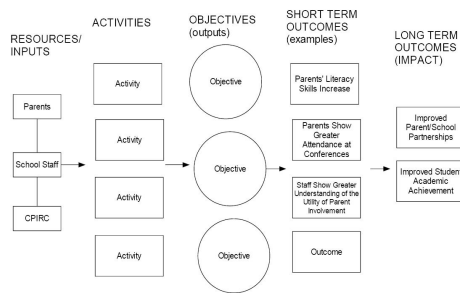


## Indicators

- Respond to focus areas and questions
- Are specific, measurable, action oriented, realistic
- Cost of data collection is feasible
- Source of data is known
- Is clear how the data will be analyzed when received
- Strategies and required technical assistance are known and necessary assistance is available



## LOGIC MODEL FOR PARENT INVOLVEMENT PROGRAM



Source: adapted from Colorado Department of Education



Program Theory of Action	Matching Levels of Evidence
7. End Results	Measures of impact on overall problem; side effects
6. Practice and Behavior Change	Measures of adoption of new practices and behavior
5. Knowledge, attitude, and skill changes	Measures of individual and group changes in knowledge, attitude and skills
4. Reactions	Participant satisfaction, interest, strengths, weaknesses
3. Participation	Characteristics of program participants and clients; numbers, nature of involvement; background
2. Activities	Implementation data on what the program offers or does
1. Inputs	Resources expanded; number and types of staff involved; time extended

Adapted from M.Q. Patton 1997



## Examples and Resources

- <http://www.coedu.usf.edu/tac>
- Parental Notification Checklist
- Sample District and School Policy Compliance Checklists
- Charlotte County samples
- Collier County samples
- Sample District Evaluation Template
- US ED Nonregulatory Guidance
- FINE @ Harvard GSE
- NCLB Section 1118
- Schools Moving Up Parental Involvement Page  
<http://www.schoolsmovingup.net/cs/nclb/view/nclb/11>



## Invitation to Participate

- Resource library
- Survey and rubric development
- Conference calls
- Technical Assistance
  - Evaluation Plan review
  - Instrument or Document review
  - Process Consultation
  - Onsite training and assistance

